

Reading: Literature

	Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade
Range of Reading Expectation	Read and comprehend proficiently by the end of grade 6 a variety of literature, including stories, dramas, and poems, within a range of complexity appropriate for grades 6-8, independently for texts at the low end of the range and with scaffolding as needed for texts at the high end of the range.	Read and comprehend proficiently by the end of grade 7 a variety of literature, including stories, dramas, and poems, within a range of complexity appropriate for grades 6-8, independently for texts at the middle of the range and with scaffolding as needed for texts at the high end of the range.	Read and comprehend a variety of literature, including stories, dramas, and poems, within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of the grade 8.	Read and comprehend proficiently by the end of grade 9 a variety of literature, including stories, dramas, and poems, within a range of complexity appropriate for grades 9-10, independently for texts at the low end of the range and with scaffolding as needed for texts at the high end of the range. --- Read and comprehend a variety of literature, including stories, dramas, and poems, within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of the grade 10.	Read and comprehend proficiently by the end of grade 11 a variety of literature, including stories, dramas, and poems, within a range of complexity appropriate for grades 11-CCR, independently for texts at the low end of the range and with scaffolding as needed for texts at the high end of the range. --- Read and comprehend a variety of literature, including stories, dramas, and poems, within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of the grade 12.
	Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade
Skills and Textual Support	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
	Determine how theme or central idea of a text is conveyed through particular details; provide an objective summary of the text.	Analyze the development of a theme or central idea over the course of the text; provide an objective summary of the text.	Analyze the development of a theme or central idea over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Analyze in detail the development of two or more themes or central ideas over the course of the text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the text.	Compare and contrast the development of similar themes or central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details; provide an objective summary of each text.

Reading: Literature

Key Ideas	Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Structural Elements and Organization	Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade
	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.	Analyze and evaluate how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme) and analyze how the differing structure of each text contributes to its meaning and style.	Analyze how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Analyze how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
	Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.
Connection of Ideas					
	Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade
	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.

Reading: Literature

Synthesis and Contr	Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Analyze how a work of literature draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more the works of treat similar themes, conflicts, issues, or topics.

Consider ...	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text. <b>9-10</b>
	a) <del>Vary syntax for effect, consulting references for guidance as needed;</del> apply an understanding of syntax to the study of complex texts when reading. <b>11-12</b>

***Reading: Nonfiction***

	Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade
Range of Reading Expectation	Read and comprehend proficiently by the end of grade 6 a variety of literary nonfiction (e.g., biography, memoir, and personal essay), within a range of complexity appropriate for grades 6-8, independently for texts at the low end of the range and with scaffolding as needed for texts at the high end of the range.	Read and comprehend proficiently by the end of grade 7 a variety of literary nonfiction (e.g., biography, memoir, and personal essay), within a range of complexity appropriate for grades 6-8, independently for texts at the middle of the range and with scaffolding as needed for texts at the high end of the range.	Read and comprehend a variety of literary nonfiction (e.g., biography, memoir, and personal essay), within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	Read and comprehend proficiently by the end of grade 9 a variety of literary nonfiction (e.g., biography, memoir, and personal essay), within a range of complexity appropriate for grades 9-10, independently for texts at the low end of the range and with scaffolding as needed for texts at the high end of the range. --- Read and comprehend a variety of literary nonfiction (e.g., biography, memoir, and personal essay), within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	Read and comprehend proficiently by the end of grade 11 a variety of literary nonfiction (e.g., biography, memoir, and personal essay), within a range of complexity appropriate for grades 11-CCR, independently for texts at the low end of the range and with scaffolding as needed for texts at the high end of the range. --- Read and comprehend a variety of literary nonfiction (e.g., biography, memoir, and personal essay), within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
	Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade
Skills and Textual Support	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	Analyze the development of two or more central ideas over the course of a text; provide an objective summary of the text.	Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.	Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details; provide an objective summary of each text.

## Reading: Nonfiction

Key Ideas	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Analyze how a text makes connections among and distinctions between individuals, events, and ideas.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Structural Elements and Organization	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>	<b>Ninth-Tenth Grade</b>	<b>Eleventh-Twelfth Grade</b>
	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Key Ideas and Details	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>	<b>Ninth-Tenth Grade</b>	<b>Eleventh-Twelfth Grade</b>
	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Compare and contrast a print or digital text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

Reading: Nonfiction

Synthesis and Connection o	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses) .
	Compare and contrast one author’s presentation of events with that of another.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

Reading: Vocabulary

	Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade
Acquisition and Use	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
	a) Use context as a clue to the meaning of a word or phrase.	a) Use context as a clue to clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.	a) Use context as a clue to clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.	a) Use context as a clue to the meaning of a word or phrase.	a) Use context as a clue to the meaning of a word or phrase.

Reading: Vocabulary

Vocabulary	<b>b)</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i> ).	<b>b)</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of words (e.g., <i>belligerent, bellicose, rebel</i> ).	<b>b)</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i> ).	<b>b)</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> ).	<b>b)</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i> ).
	<b>c)</b> Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>c)</b> Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>c)</b> Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>c)</b> Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<b>c)</b> Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	<b>a)</b> Interpret figures of speech (e.g., personification) in context.	<b>a)</b> Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.	<b>a)</b> Interpret figures of speech (e.g. verbal irony, puns) in context.	<b>a)</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<b>a)</b> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	<b>b)</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>b)</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.			
	<b>c)</b> Distinguish among the connotations of words with similar denotations.	<b>c)</b> Distinguish among the connotations of words with similar denotations.	<b>b)</b> Distinguish among the connotations of words with similar denotations .	<b>b)</b> Analyze nuances in the meaning of words with similar denotations.	<b>b)</b> Analyze nuances in the meaning of words with similar denotations.



***Writing***

		Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade
Range of Writing Expectation		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks (including job applications and résumés), purposes, and audiences.
	Argumentative	Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade
		Write arguments in a variety of forms that:	Write arguments in a variety of forms that:	Write arguments in a variety of forms that:	Write arguments in a variety of forms that:	Write arguments in a variety of forms that:
		<b>a)</b> Introduce claim(s) and organize the reasons and evidence clearly.	<b>a)</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<b>a)</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<b>a)</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	<b>a)</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
		<b>b)</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>b)</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>b)</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>b)</b> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	<b>b)</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
		<b>c)</b> Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.	<b>c)</b> Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<b>c)</b> Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>c)</b> Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<b>c)</b> Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

***Writing***

<b>Writing Genres</b>		<b>d)</b> Establish and maintain a consistent style and tone appropriate to purpose and audience.	<b>d)</b> Establish and maintain a consistent style and tone appropriate to purpose and audience.	<b>d)</b> Establish and maintain a consistent style and tone appropriate to purpose and audience.		
		<b>e)</b> Provide a concluding statement or section that follows from the argument presented.	<b>e)</b> Provide a concluding statement or section that follows from and supports the argument presented.	<b>e)</b> Provide a concluding statement or section that follows from and supports the argument presented.	<b>d)</b> Provide a concluding statement or section that follows from and supports the argument presented.	<b>d)</b> Provide a concluding statement or section that follows from and supports the argument presented.
	<b>Informational</b>	Write informative texts on a variety of topics that:	Write informative texts on a variety of topics that:	Write informative texts on a variety of topics that:	Write informative texts on a variety of topics that:	Write informative texts on a variety of topics that:
		<b>a)</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>a)</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>a)</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>a)</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<b>a)</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
		<b>b)</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>b)</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>b)</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<b>b)</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	<b>b)</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
		<b>c)</b> Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>c)</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>c)</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>c)</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<b>c)</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
		<b>d)</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>d)</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>d)</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>d)</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<b>d)</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
		<b>e)</b> Establish and maintain a style appropriate to purpose and audience.	<b>e)</b> Establish and maintain a style appropriate to purpose and audience.	<b>e)</b> Establish and maintain a style appropriate to the purpose and audience.		

***Writing***

		<b>f)</b> Provide a concluding statement or section that follows from the information or explanation presented.	<b>f)</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>f)</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>e)</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<b>e)</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>Narrative</b>		Write narrative texts in a variety of forms that:	Write narrative texts in a variety of forms that:	Write narrative texts in a variety of forms that:	Write narrative texts in a variety of forms that:	Write narrative texts in a variety of forms that:
		<b>a)</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>a)</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>a)</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>a)</b> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<b>a)</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
		<b>b)</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>b)</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>b)</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<b>b)</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<b>b)</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
		<b>c)</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>c)</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>c)</b> Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<b>c)</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	<b>c)</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
		<b>d)</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<b>d)</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>d)</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>d)</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<b>d)</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
		<b>e)</b> Provide an ending that follows from the narrated experiences or events.	<b>e)</b> Provide an ending that follows from and reflects on the narrated experiences or events.	<b>e)</b> Provide an ending that follows from and reflects on the narrated experiences or events.	<b>e)</b> Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	<b>e)</b> Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

***Writing***

	Literary Response	Applying grade 6 reading standards, draw evidence from literature or nonfiction texts to support analysis, reflection, and research.	Applying grade 7 reading standards, draw evidence from literature or nonfiction texts to support analysis, reflection, and research.	Applying grade 8 reading standards, draw evidence from literature or nonfiction texts to support analysis, reflection, and research.	Applying grades 9-10 reading standards, draw evidence from literature or nonfiction texts to support analysis, reflection, and research.	Applying grades 11-12 Reading standards, draw evidence from literature or nonfiction texts to support analysis, reflection, and research.
The Writing Process						
		Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade
					Produce clear and coherent writing in which the development, organization, and style (e.g., tone and voice) are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style (e.g., tone and voice) are appropriate to task, purpose, and audience.
		Develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.	Develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
		Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	Use technology, including the Internet, to produce and publish writing and present information and ideas efficiently as well as to interact and collaborate with others.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
		Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade

Writing

The Research Process	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple print and digital sources; annotate sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Gather relevant information from multiple print and digital sources using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Standard English					
	Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade
	Demonstrate command of the conventions of standard English grammar and usage.	Demonstrate command of the conventions of standard English grammar and usage.	Demonstrate command of the conventions of standard English grammar and usage.	Demonstrate command of the conventions of standard English grammar and usage.	Demonstrate command of the conventions of standard English grammar and usage.
	a) Ensure that pronouns are in the proper case (subjective, objective, possessive).	a) Explain the function of phrases and clauses in general and their function in specific sentences.	a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	a) Use parallel structure.	a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
	b) Use intensive pronouns (e.g., myself, ourselves).	b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	b) Form and use verbs in the active and passive voice.	b) Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.	b) Resolve issues of complex or contested usage, consulting references as needed.
	c) Recognize and correct inappropriate shifts in pronoun number and person.	c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		
	d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)		d) Recognize and correct inappropriate shifts in verb voice and mood.		

Writing

Conventions of Sta	<b>e)</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to convert to expression in conventional language		<b>e)</b> Identify and use parallelism in all writing to present items in a series and items juxtaposed for emphasis.		
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
	<b>a)</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<b>a)</b> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	<b>a)</b> Use punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	<b>a)</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	<b>a)</b> Observe hyphenation conventions.
	<b>b)</b> Use semicolons to connect main clauses, and commas before the conjunction in compound sentences.	<b>b)</b> Spell correctly derivatives by applying the spellings of bases and affixes.		<b>b)</b> Use a colon to introduce a list or quotation.	
		<b>c)</b> Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.			
Knowledge of Language	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>	<b>Ninth-Tenth Grade</b>	<b>Eleventh-Twelfth Grade</b>
	Apply knowledge of language and its conventions.	Apply knowledge of language and its conventions.	Apply knowledge of language and its conventions.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.
	<b>a)</b> Vary sentence patterns for meaning, reader interest, and style.	<b>a)</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<b>a)</b> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<b>a)</b> Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	<b>a)</b> Vary syntax for effect, consulting references for guidance as needed.
Consider...					
	<b>d)</b> Establish and maintain a consistent style and tone appropriate to purpose and audience. <i>Reinsert at 9-12?</i>				

## Speaking and Listening

	Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade
Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	<b>a)</b> Read and research required material prior to discussion; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>a)</b> Read and research material under study prior to discussion; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>a)</b> Read and research material under study prior to discussion; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>a)</b> Read and research material under study prior to discussion; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	<b>a)</b> Read and research material under study prior to discussion; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	<b>b)</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<b>b)</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>b)</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>b)</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	<b>b)</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
	<b>c)</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<b>c)</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<b>c)</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<b>c)</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<b>c)</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

## Speaking and Listening

	<b>d)</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<b>d)</b> Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>d)</b> Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>d)</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<b>d)</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>ntation of Knowledge and Ideas</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>	<b>Ninth-Tenth Grade</b>	<b>Eleventh-Twelfth Grade</b>
	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.



Speaking and Listening

Prese	Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks (including interviews), demonstrating command of standard English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks (including interviews), demonstrating a command of standard English when indicated or appropriate.

Media Literacy

	Sixth Grade	Seventh Grade	Eighth Grade	Ninth-Tenth Grade	Eleventh-Twelfth Grade
Media Literacy (Proposed Strand )	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
			Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).	
			Identify persuasive and propaganda techniques used in electronic media and identify false or misleading information.	Analyze the types of arguments used by media sources, including argument by causation, analogy, authority, emotion, and logic.	Identify and analyze rhetorical and logical fallacies used in the media including ad hominem (appealing to the audience’s feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).

Media Literacy

1			Analyze the role of the media in focusing the audience's attention on events and in forming their opinions on issues.	Compare and contrast the points of view expressed by a variety of media sources, and analyze the impact of each source on the audience.	Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
			Identify the artisitic effects of a media presentation and analzye the techniques used to create them.	Interpret and evaluate the various ways visual image makers communicate information and affect impressions and opinions.	Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).